CORRECTIVE FEEDBACK ON ACCURACY STUDENTS' WRITING PARAGRAPH

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Abstrak

Menulis merupakan kemampuan yang harus dikuasai oleh siswa karena dengan menulis siswa dapat menuangkan ide dan pikiran. Untuk dapat menulis paragraf yang baik siswa harus memperhatikan bagian dari paragraf itu sendiri seperti kalimat utama, kalimat-kalimat pendukung, dan kalimat penutup. Maka dari itu untuk mengetahui ketepatan menulis paragraf, guru perlu memberikan umpan balik kepada siswa agar mereka mengetahui letak dan alasan ketidaktepatan hasil menulisnya. Umpan balik yang dapat diberikan guru kepada siswa dapat berupa umpan balik langsung (*Direct Feedback*) dan tidak langsung (*Indirect Feedback*). Umpan balik langsung yaitu guru menandai kesalahan atau ketidaktepatan dengan memberikan koreksi atau jawaban pada bagian yang salah, sedangkan umpan balik tidak langsung guru hanya mengoreksi dengan memberikan kode-kode tertentu seperti membulati bagian yang salah atau menggaris bawahi, dan menyilang tanpa memberitahu langsung jawaban atau alasan ketidaktepatan tersebut dengan jawaban yang benar. Oleh karena itu pemberian umpan balik diharapkan dapat meningkatkan minat positif dan meningkatkan hasil belajar siswa dalam menulis paragraf.

Keywords: Writing, Paragraph, Accuracy, Corrective Feedback

1. Introduction

Writing is one of the skills that should be mastered by the students, it is considered as a productive skill, and it aims at assisting students in expressing their written idea. Moreover it is a media to communicate to people in other places. This skill plays important role in students' successful learning (Emilia in Shirotha, 2016:2). Weisman (2007:106) suggests, "Writing can be the most challenging of the four domains of language." it takes more effort to produce than to receive. It is also considered as a productive skill, it aims at assisting students in expressing their written idea. However, writing is one of the most difficult skills that foreign-language learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies (Barkaoui, 2007). Paragraph writing is aimed at beginning paragraph writing skills. It requires an adequate

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knowledge of grammar, vocabulary and sentence structures and others. Paragraph is a group of related sentences that discuss only one main idea, (Oshima & Hogue, 2006:2).

A paragraph usually consists of more than one sentences, however, it is possible to built only one sentence as one paragraph. The number of sentences in a paragraph is not really important; however, the paragraph should be in a proper length to develop the main idea clearly. In a paragraph, usually consists of the main parts, they are; Topic sentence, supporting sentence and concluding sentence. Topic sentence which states the main idea of the paragraph is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss (Oshima & Hogue, 2006:4). A topic sentence is one sentence which states your idea, point, or opinion. This sentence should use a strong verb and make a bold statement. Each of the topic sentence needs controlling idea which limits the range topic. The second part of paragraph is supporting sentences that develop the topic sentence. These sentences should support the main idea mentioned in the topic sentence. The last part of paragraph is concluding sentence. It is the closing sentence which indicates that the paragraph is about to end.

According to Cahyono (2002:57), writing as a process means that teachers focus more on the process of writing in which consists of some stages: prewriting, drafting, revising, and editing. Then, the importance of giving feedback on students' writing is equal with the importance of doing revision and/or editing in the process of writing. Feedback is as a source of information about the students' strengths and weaknesses on their writing to do improvement. Feedback, actually, has two distinguishable components: assessment and correction. In correction, some specific information is provided on aspects of the student's performance, for example, by giving explanation, or provision of betterment or other alternatives, or by eliciting of these from the student.

II. Discussion

2.1 Writing Paragraph

Paragraph is a group of related sentences that discuss only one main idea, (Oshima & Hogue, 2006:2). A paragraph usually consist of more than one sentences, but it is possible to built only one sentence as one paragraph. The number of sentences in a paragraph is not really important, however, the paragraph should be in a proper length to develop the main idea clearly.

Here are the parts of paragraph: the first is topic sentence, it expresses the main idea of a paragraph. A topic sentence is a complete sentence; that is, it contains a subject, a verb, and (usually) a complement, provides the reader with a clear understanding of what a paragraph is about, contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph. A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details. The second is supporting sentences, these sentences, which develop the main idea with more specific details, are the development sentences and it provides enough specific details and examples to be interesting and informative. The last is concluding sentence, it is not absolutely necessary; in fact, a concluding sentence is not customary for every paragraph in a multi paragraph essay. However, for single paragraph, especially long ones, a concluding sentence is helpful to the readers because it signals the end of the paragraph and because it is a remainder of the important points. A concluding sentence serves three purposes: (1) it signals the end of the paragraph, (2) it summarizes the main points of the paragraph, and (3) it gives a final comment on the topic and leaves the readers with the most important ideas to think about (Oshima & Hogue, 2006: 4-5).

2.2 Writing Process

Writing is most likely to encourage thinking and learning when students view writing as a process. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete, writing encourages thinking and learning for it motivates communication and makes thought available for reflection (Brown, 2001:240). In order to have a good writing that represents the writer's thought, it is necessary to do some series of steps that usually called as the writing process. In the case of learning, the writer is the student. When the students start to write, they might have difficulties in putting the ideas and organizing them. It is better to give them an understanding that writing is not a matter of writing the letters, instead it is a process. There are four main stages in writing process, they are prewriting, planning, writing and revising draft, and writing the final copy to hand it. Although the process is considered ideal it is not always used. Nevertheless, it will serve the students well, particularly when the paragraph will stand alone.

1. Prewriting

According to Oshima & Hogue (2006:4), prewriting stage in writing process are vital components to the success of your writing program. Prewriting process will include choosing and narrowing the topic and brainstorming.

a) Choosing and Narrowing Topic

When the writing process is about to start, the topic will be limited. On the other hand, when there is a free choice of topic to write, then it must be narrowed to a particular aspect on that general subject.

b) Brainstorming

Brainstorming is a process in which the chosen topic is being narrowed down into a specific focus. Brainstorming for ideas can get start writing more quickly and save time in the later stages of the writing process. Three useful brainstorming techniques are listing, prewriting, and cluster.

1. Listing

Listing is a brainstorming technique in which topic occurs. The writer should quickly make a list of whatever words or phrases come into their mind. It can follow this procedure: Write down the general topic at the top of your paper, make a list of every idea that comes into your mind about that topic, keep the idea flowing, try to stay on the general topic; however, if write down the information that is completely off the topic,

do not worry about it because you can cross it out later, and use words, phrases, or sentences, and don't worry about spelling or grammar.

2. Free writing

Free writing is a brainstorming activity in which you write about a topic because you are looking for a specific focus. The purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Follow these procedures: write the topic on the top of paper, write as much as you can about the topic until you run out of ideas, reread the paper and circle the main idea that you would like to develop, and take that main idea and free writing again.

3. Clustering

Clustering is another brainstorming activity that can be used to generate ideas. Here's how to use this technique: in the center of the paper, write the topic and draw a "balloon" around it. This is the center, or core, balloon.

4. Planning

According to Harmer, the writing process typically involves planning what is it going to write. Then, it is necessary to

encourage the students to follow the following steps:

a. Making Sub-lists.

This step toward making an outline is to divide the ideas into sub lists and cross out any items that don't belong or that are not useable.

b. Writing the Topic Sentence

Finally, write a topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph. It contains the main idea of the paragraph.

c. Outlining

An outline is a formal plan for a paragraph. In an outline, you write down the main points and sub-points in the order in which you plan to write about them.

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3. **Writing and revising draft**

a) Writing the First Rough Draft

This is how to proceed: Write the topic sentence and underline it, don't worry about grammar, punctuation, or spelling, skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow the writer to add more details, information, examples, etc. in order for you to fully develop your point, and write

the paragraph following the outline as closely as possible.

b) Revising Content and Organization

During the revision, the changes are sometimes needed to check over the content and organization, including unity, coherence, and logic. Changing, rearranging, adding, or deleting some of the words or ideas are common in order to communicate the thought more clearly, effectively, and in a more interesting way.

This is how to proceed: after read over your paragraph, focus on the general aspects of the paper and make notes in the margins so that you can rewrite parts that need to be improved, check to see that the writing purpose is achieved, check for general logic and coherence, make sure that the paragraph has a topic sentence and it has a central main focus, and check for unity.

c) Proofreading the Second Draft: check over each sentence for correctness and completeness; no fragments or run-on sentence, check over each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, etc. check the mechanics: punctuation, spelling, capitalization, typing error, etc. change vocabulary words as necessary.

d) Writing the Final Copy

Be sure that all of the corrections already noted on the second draft. Remember that writing is a continuous process of writing

and rewriting until you are satisfied with the final product. From the outset, the dynamic process of planning, writing revision, rough draft revision and final editing should be emphasized (Rooks, 1988).

2.3 Corrective Feedback

Giving feedback in the process of writing is important to improve students' writing quality (Brown, 2001:335). The importance of giving feedback on students' writing is equal to the importance of doing revisions and/or editing in the writing process. Feedback given is as a source of information about the students' strengths and weaknesses on their writing to do improvement. Feedback is information that is given to the learner with the objective of improving the performance (Ur in Wahyuni, 2017:6).

Giving feedback means telling learners about the progress they are making as well as guiding them to areas for improvement (Lewis in Wahyuni, 2017: 6). Through feedback given, learners are expected to be able to focus and concentrate more on what is being learned. Furthermore, feedback given by a teacher makes learners more aware of their strengths and weaknesses in a learning course so that it is expected that they can use the strengths to overcome the weaknesses by understanding the feedback

given. Therefore, providing Corrective Feedback on students' writing products is one of the strategies that can be used in teaching writing as a second or foreign language.

a. Feedback in the Process of Writing

Referring to the complexity of writing, an appropriate approach of teaching writing is un-doubtfully important, and process-oriented instruction is the appropriate one. In the process-oriented approach, writing is viewed as a creative process consisting of a series of stages occurring recursively throughout the process and building on one another. This approach focuses on what goes on when learners write, and what the teacher can do to help the learners acquire the natural writing process (Cahyono in Wahyuni, 2017:6). Writing as a process means that teachers focus more on the process of writing in which consists of some stages: prewriting, drafting, revising, and editing. Then, the importance of giving feedback on students' writing is equal with the importance of doing revision and/or editing in the process of writing.

Feedback is as a source of information about the students' strengths and weaknesses on their writing to do improvement. Feedback, actually, has two distinguishable components: assessment

and correction (Ur in Wahyuni, 2017:7). In assessment, the students are simply informed how well or badly they have performed, for example, by giving a percentage grade on an exam, the response 'No' to an attempted answer to a question in class, or a comment such as 'Fair' at the end of a written assignment. In correction, some specific information is provided on aspects of the student's performance, for example, by giving explanation, or provision of betterment or other alternatives, or by eliciting of these from the student. Feedback on learning is kind of ongoing correction and assessment, directed at specific bits of student-produced language with the aim of bringing about improvement.

Feedback is crucial for both encouraging and consolidating learning in education. It needs learners to be more active and proactive in the feedback. Without understanding how students feel about and respond to teacher feedback, teachers may run the risk of continually using strategies that are counter-productive. As teachers give feedback on student's writing, it is crucial that students' responses to the feedback are fed back to teachers as a heuristic to help them develop reflective and effective feedback practices (Lee, 2008:144-165).

b. Corrective Feedback in L2 Writing

Writing is considered to be one of the crucial components of applied linguistics. With the act of writing in mind, what L2 writers do when they begin writing has acquired major significance in research in the 1970s. The researchers' interest was grounded on the basis that to develop the output of writing for the students, how a piece of writing is conceived should be taken into account (Hedge in Abbas and Tawfeeq, 2018:2). The findings indicated that the writing strategies good writers might rely on are planning, "getting started", "re-reading" and revision. In other words, many studies (Kim & Kim in Abbas and Tawfeeq, 2018: 3) attribute the learner' writing improvement to the role of corrective feedback given in the process-orientated writing while undertaking revision or subsequent writing. Hence, it has been argued that giving feedback is one of the mechanisms that teachers should use to encourage students as they revise writing. There is not collectives' agreement on one definition for corrective feedback. Feedback is widely defined as the response that peers, teachers, or computers provide for the learner of writing in the form of either oral or written types. In contrast to Truscott's in Shirota (2016:2) thesis claiming that "grammar correction has no place in writing courses and should be

abandoned" it is "ineffective" and "has harmful effects", several studies emphasized the efficacy of corrective feedback. For instance, Ur in Wahyuni (2017:7) defines feedback in the setting of teaching as, 'The information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance.' Echoing this assumption, it is also designated by Mubarak (2013:54) as oral or written comments given by teachers about students' writing to empower their performance in writing accuracy.

Feedback is also defined by Azzaro & Rice in Abbas and Tawfeeq (2018:2) as another crucial source of information for learners to "inform them about the success of their communication and help them focus on production or comprehension and therefore enhances learning". Pedagogically speaking considers feedback as "an important component of the formative assessment process" that provides information to teachers and students which can be utilized as a "powerful" learning tool if it is "comprehensible" and "constructive". Fundamentally, feedback falls into two major independent classes: "assessment" and "correction" (Ur in Wahyuni, 2017:8) there is more emphasis placed on the latter in this article because, according the teacher provides information on what the student did "right" along with what they did "wrong", and "why". Feedback can be a part of grammar instruction, which may involve "direct correction" by the teacher or "recasts" that clarifies the lesson. They note that students should be allowed to make errors by being given them rules without making plain any exceptions. This makes them over generalize the rules and repeat errors. However, they might comprehend the exceptions very easily when they are provided with them to notice through corrective feedback.

c. Types of Written Feedback

Some experts classify the type of feedback based on the ways or strategies used in providing feedback. Ferris and Roberts classify types of feedback into two namely direct and indirect feedback (Ferris and Roberts in Wahyuni, 2017:7). The other types of feedback are focused and unfocused feedback proposed by Ellis, Sheen, Murakami and Takashima in Shirota (2016:4). Furthermore, Ellis (2005:3-18) did not only proposed the two classifications of feedback but also other classifications namely, direct and indirect corrective feedback, metalinguistic corrective feedback, and electronic corrective feedback. All types of feedback will be discussed more in the following part.

Then, there is the other side of the theory. Ferris (2004:176) proved that Truscott's theory was work of flaw. She stated that through written corrective feedback, the students were able to edit and revise their texts. The short-term effect of written corrective feedback on text revisions had constantly established improved students' writing accuracy. The long-term effect of written corrective feedback was the students' writing accuracy gains over time. Then, written corrective feedback has a great acceptance from both students and teachers. The error correction is not completely useless and harmful. Error correction could be seen as a meaningful input. Polio in Shirotha (2016:3) argued that it is possible that some forms of error correction could serve as a trigger. The error correction should be done by the teacher. The teacher merely has better linguistic knowledge. Besides, Ellis (2005:600) revealed the obstacles with learners' self-correction. First, learners typically prefer the teacher to do the correction for them. Next, learners can only self-correct if they possess the necessary linguistic knowledge.

Moreover, Ellis, Sheen, Murakami, and Takashima in Shirotha (2016:12) found that written corrective feedback can be effective in promoting greater grammatical accuracy in both error correction test and in a new piece of writing. Then, they indicated that written corrective feedback can be effective in an EFL context as well as in ESL context. There are also several tips to survive written corrective feedback treatment. Guennete in Shirota (2016:5) proposed several ideas. First, the teacher should not adopt a one-size-fits-all behavior. It means a written corrective feedback have a great impact on a particular problem. For example, a direct written corrective feedback will improve students' untreatable error.

Meanwhile, an indirect written corrective feedback is suitable for students' treatable errors (Ferris in Shirota, 2016:9). Second, the teacher should be selective about what to correct. It is intended to train students' awareness of linguistic pattern. The teacher also has more time to focus on another classroom activity. Last, the teacher should train learners to self-edit. Self-edit trains students to become aware of linguistic problems. More studies have found that written corrective feedback helped students' writing progress. Bitchener in Shirotha (2016:5) found that written corrective feedback had a significant effect on students' writing accuracy. Therefore, since others written corrective feedback has a flaw in their implementation, the only options are only direct and indirect written corrective feedback. From those

two, a teacher has to pick the best. On the other hand, indirect written corrective feedback requires the teacher only to mark the certain error without giving the correct form. Marking the error can be taken in a form of circling, underlining, and crossing.

1. Direct Corrective Feedback

Direct corrective feedback may be defined as the provision of the correct linguistic form or structure above or near the linguistic error. It crosses out of an unnecessary word/phrase/morpheme, the insertion of a missing word/phrase/ morpheme, or the provision of the correct form or structure. Direct corrective feedback may also have additional forms that are meta-linguistic explanation and/or oral meta-linguistic explanation. Meta-linguistic explanation means the provision of grammar rules and examples at the end of student's writing with a reference back to places in the text where the error has occurred. Then, oral meta-linguistic explanation means a mini-lesson where the rules and examples are presented, practiced, and discussed; one-on-one individual conferences between teacher and student or conferences between teacher and small groups of students (Bitchener in Shirotha, 2016:5).

Ferris in Shirotha (2016:5) argues that directive corrective feedback is appropriate to be used if one of the following conditions is met. The first is when students are at beginning levels of English language proficiency. Then the errors are "nontreatable". The last is when the teacher wishes to focus student attention on particular error patterns but not others. In summary, direct corrective feedback can reduce the kind of confusion that can result when students fail to understand or remember the meaning of error codes used by teachers.

Direct written corrective feedback means that the teacher marks the error and provides the correct form. There are many forms of this direct written corrective feedback (Ellis, 2005:99). They are crossing out unnecessary words, phrases, or morpheme; inserting words, or morpheme, and writing the correct form above or near the mistaken word. However, the direct written corrective feedback hinders students' autonomous learning and may not contribute to long-term learning.

2. Indirect Corrective Feedback

Indirect corrective feedback is a type of written feedback in which teacher indicates an error has been made by students on their writing, but the teacher does not give or provide the correct form of the error. The teacher just gives explicit correction on students' writing. Indirect corrective feedback is commonly

presented by giving indicators. The indicators may be in one of four ways: recording in the margin the number of errors in a given line, using a code to show where the error has occurred and what type or error it is or underlining or circling the errors (Ferris and Roberts in Shirotha, 2016:4).

Getting indirect corrective feedback, the learners need to discover their own error and correct it by themselves. Sees the importance of self-discovery and the impact it has on long-term sustainable improvement in writing (Lalande in Shirotha, 2016:6). Ellis (2005:100) also claimed that indirect feedback where the exact location of errors is not shown might be more effective than direct feedback where the location of the error is shown. The reason is because the students would have to engage in deeper processing. Written corrective feedback is one of the instructions. The instruction has been a major debate since Truscott (1996:354) published his paper. He acknowledged his opinion that written corrective feedback should be abandoned because it harms students' writing.

Lalande in Shirotha (2016:7) stated that indirect written corrective feedback leads to guided learning and problem solving. It also encourages students to reflect on their linguistic form. Moreover, it leads to long term learning. Another success story of indirect written corrective feedback was stated by Ferris in Shirotha (2016:8). Indirect written corrective feedback forces students to be more reflective and analytical about their errors. The students are required to learn from process, leads to their autonomous learning which is beneficial for to their long life learning. Then, if the goal is to sustain improvement in students' writing, then indirect written corrective feedback is the best strategy.

Furthermore, Ferris in Shirotha (2016:8) stated that the students prefer indirect written corrective feedback. Role of corrective feedback given by teachers to improve the L2 learners' writing accuracy. Furthermore, the efficacy of both direct and indirect corrective feedback is investigated in light of the findings of several studies on L2 writing error feedback. In conclusion, indirect corrective feedback involves indicating that the student has made an error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the student's text or by placing a cross in the margin next to the line containing the error. In effect, this involves deciding whether or not to show the precise location of the error.

III. Conclusion

Based on the explanation above, it can be concluded that writing can be the most challenging of the four domains of language." Writing takes more effort to produce than to receive. Writing is considered as a productive skill, it aims at assisting students in expressing their written idea, but it is one of the most difficult skills that foreign-language learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies. Paragraph is a group of related sentences that discuss only one main idea. It usually consists of more than one sentences, however, it is possible to built only one sentence as one paragraph. The number of sentences in a paragraph is not really important; however, the paragraph should be in a proper length to develop the main idea clearly. In a paragraph, it usually consists of the main parts, they are; Topic sentence, supporting sentence, and concluding sentence. To write a good paragraph, the teacher should give feedback on their writing, it can be directly or indirectly.

Direct written corrective feedback means that the teacher marks the error and provides the correct form. There are many forms of this direct written corrective feedback. They are crossing out unnecessary words, phrases, or morpheme; inserting words, or morpheme, and writing the correct form above or near the mistaken word. Indirect corrective feedback is a type of written feedback in which teacher indicates an error has been made by students on their writing, but the teacher does not give or provide the correct form of the error. giving feedback means telling learners about the progress they are making as well as guiding them to areas for improvement. Through feedback given, learners are expected to be able to focus and concentrate more on what is being learned. Furthermore, feedback given by a teacher makes learners more aware of their strengths and weaknesses in a learning course so that it is expected that they can use the strengths to overcome the weaknesses by understanding the feedback given. Therefore, providing Corrective Feedback on students' writing products is one of the strategies that can be used in teaching writing as a second or foreign language.

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